# SOCIAL STUDIES 10/20/30 SKILL DEVELOPMENT CHART

The program of studies identifies the skills that should be emphasized in each topic. The purpose of the Social Studies 10/20/30 Skill Development Chart is to identify the specific skills to be developed and reinforced, and to indicate where most average social studies students are expected to be, if the specified skill is addressed at that grade level.

The Social Studies Skill Development Chart suggests a general plan for continuity in skill development for Social Studies 10/20/30 that builds upon skills introduced and developed in the junior high school program. The chart provides a suggested placement of each skill; however, the format does not reflect how students learn or how the skills should be taught. The teacher determines the actual introduction of a skill based on the needs and nature of the learner. It is expected that the teacher will develop the skills in an integrated fashion so that the interrelationships between and among these skills will be understood and applied by the students. Most of the skills are a shared responsibility of social studies and other subject areas and may be introduced, developed or reinforced in other subjects as well. The categories of skills are as follows:

**PROCESS SKILLS** – skills that enable one to acquire, evaluate and use information

LOCATING / INTERPRETING / ORGANIZING
ANALYSING / SYNTHESIZING / EVALUATING

**COMMUNICATION SKILLS** – skills that enable one to express and present information and ideas

ORAL
VISUAL
WRITTEN

**PARTICIPATION SKILLS** – skills that enable one to interact with others

INTERPERSONAL RELATIONS
GROUP PARTICIPATION
SOCIAL AND POLITICAL PARTICIPATION

**INQUIRY STRATEGIES** – combinations of skills that enable one to solve problems and make decisions

CRITICAL THINKING
CREATIVE THINKING
PROBLEM SOLVING
DECISION MAKING
SOCIAL INQUIRY PROCESS

Skills on the chart are identified at two levels:

- Instructional Level

  The teacher diagnoses students' ability levels in the given skill and teaches the skill required to the students through planned learning experiences. Skill development and growth can be assessed at this level.

★ Independent Level

The skill is further developed, where necessary, and is maintained and extended through practice.

# SKILL OBJECTIVES

The skill objectives are grouped into categories for organizational purposes; however, some of the skills may fit into more than one category. The skills are not intended to be developed separately or sequentially as illustrated but are to be developed in conjunction with the knowledge and attitude objectives.

Skills are best taught in the context of use rather than in isolation, and are best learned by students practising them. It is important that students be provided regular opportunities to practise skills in a variety of contexts. In a few instances appropriate resources may not be available (e.g.., access to computer networks) and skill expectations and development expectations must be adjusted accordingly.

The skills organization is similar to those in the junior high program, but the wording and presentation of the specific skills has been changed to better reflect the expectations of the senior high school program. This chart also includes inquiry strategies and suggestions for developing critical and creative thinking.

## PROCESS SKILLS

| LOCATING / INTERPRETING / ORGANIZING (gathering and acquiring information) | Social Studies 9 | 10 | 20 | 30 |
|---|---|---|---|---|
| **Locate reference materials in the library as sources of information:** | | | | |
| 1. Identify possible sources and locations of information. | • | • | ★ | ★ |
| 2. Use the library catalogue to locate references related to a topic. | ★ | ★ | ★ | ★ |
| 3. Locate materials, using the Dewey Decimal System. | ★ | ★ | ★ | ★ |
| 4. Use periodical indexes such as the Canadian Periodical Index to locate information. | • | • | ★ | ★ |
| 5. Use social science references including atlases, almanacs, encyclopedias, yearbooks, and dictionaries to obtain information. | • | • | ★ | ★ |
| Use reference materials to find information: | | | | |
| 1. Choose from a variety of references appropriate to one's purpose. | ★ | ★ | ★ | ★ |
| 2. Use title, table of contents, index, glossary and appendix to find useful information. | ★ | ★ | ★ | ★ |
| 3. Use chapter and section headings, topic sentences and summaries to identify information. | ★ | ★ | ★ | ★ |
| 4. Locate information in references, using volume letters, key words, and indexes. | ★ | ★ | ★ | ★ |
| 5. Select passages pertinent to the topic being studied. | ★ | ★ | ★ | ★ |
| Use newspapers, periodicals, and pamphlets as sources of information for a study: | | | | |
| 1. Become aware of the wide range of periodical materials, of their purposes and coverage. | ★ | ★ | ★ | ★ |
| 2. Select important news items and periodical material pertinent to topics of study. | ★ | ★ | ★ | ★ |
| 3. Organize appropriate periodical material to support class activities. | • | • | ★ | ★ |

| | 9 | 10 | 20 | 30 |
|---|---|---|---|---|
| **Read to acquire information:** | | | | |
| 1. Read materials to get literal meaning of text. | ★ | ★ | ★ | ★ |
| 2. Adjust rate of reading to suit material and purpose. | • | • | ★ | ★ |
| 3. Identify relevant terms and information. | • | • | ★ | ★ |
| 4. Use context clues to gain meaning. | • | • | ★ | ★ |
| 5. Read for a variety of purposes - skim for facts, answer a question, form an opinion, predict outcomes, criticize and analyze. | • | • | • | ★ |
| 6. Differentiate between main and related ideas. | • | • | ★ | ★ |
| 7. Recognize relationships including sequence, cause, effect, space, place and time. | • | • | • | ★ |
| 8. Interpret what is read by drawing inferences. | • | • | • | ★ |
| 9. Summarize and organize material read. | ★ | ★ | ★ | ★ |
| 10. Select information in order to fulfil one's purpose. | | • | ★ | ★ |
| Listen and observe to acquire information: | | | | |
| 1. Listen and observe with purpose and discrimination. | • | • | ★ | ★ |
| 2. Identify a speaker's purpose. | • | ★ | ★ | ★ |
| 3. Identify key ideas in a presentation. | • | • | ★ | ★ |
| 4. Relate information gained through listening and observing, to that gained from other sources. | • | • | ★ | ★ |
| 5. Reserve judgment until a presentation has been heard or observed. | • | • | ★ | ★ |
| 6. Note ideas while listening to and observing a presentation. | • | • | ★ | ★ |
| Gather information from field studies and interviews: | | | | |
| 1. Identify the purpose of a field study or interview. | • | • | ★ | ★ |
| 2. Plan procedures, rules of conduct, questions, and determine information to be gained. | • | • | ★ | ★ |
| 3. Develop effective interviewing procedures including the use of appropriate questions. | • | • | ★ | ★ |
| 4. Record, summarize and organize information obtained in a suitable form. | • | • | • | ★ |
| Gather information using computers, telephone and television information networks: | | | | |
| 1. Operate a computer to enter and retrieve information from a variety of sources. | • | • | ★ | ★ |
| 2. Access information through networks, data banks, and on-line sources. | | • | • | • |
| 3. Use word processing programs to organize information. | • | • | ★ | ★ |
| Interpret information: | | | | |
| 1. Translate written and printed materials into terms meaningful to oneself. | • | • | • | ★ |
| 2. Select main ideas, key points and supporting points. | ★ | ★ | ★ | ★ |
| 3. Classify data by topic. | ★ | ★ | ★ | ★ |

| | 9 | 10 | 20 | 30 |
|---|---|---|---|---|
| 4. Identify and state the central issue in a topic in one's own words. | ★ | ★ | ★ | ★ |
| 5. Hypothesize explanations and outcomes based on factual data. | • | • | ★ | ★ |
| 6. Recognize cause and effect of relationships. | • | • | ★ | ★ |
| 7. Note trends and predict what might happen. | • | • | • | ★ |
| 8. Recognize there are various interpretations of data. | • | • | ★ | ★ |
| 9. Translate data by presenting information in different forms, such as maps, timelines or diagrams. | • | • | ★ | ★ |
| **Interpret graphs, charts, tables and diagrams:** | | | | |
| 1. Obtain information from a wide variety of graphs, such as line, multiple line, horizontal bar, vertical bar and divided circle. | • | • | ★ | ★ |
| 2. Interpret graphs, charts and tables presented in course materials. | • | • | ★ | ★ |
| 3. Identify relationships among data presented in graphs, charts, tables and diagrams. | • | • | ★ | ★ |
| 4. Relate data obtained from graphs, charts, tables and diagrams to other data. | • | • | ★ | ★ |
| **Interpret pictures, photographs, and cartoons:** | | | | |
| 1. Recognize cartoons and pictures as sources of information. | • | • | ★ | ★ |
| 2. Determine main ideas and identify detail in pictorial material. | • | • | ★ | ★ |
| 3. Use picture clues, titles and captions to aid comprehension. | • | • | ★ | ★ |
| 4. Establish relationships among elements of a visual. | • | • | • | ★ |
| 5. Interpret the point of view expressed in cartoons. | • | • | • | • |
| **Interpret visual materials such as art, television, film and drama:** | | | | |
| 1. Use visual materials as sources of information. | • | • | ★ | ★ |
| 2. Describe the content of the material generally and specifically. | • | ★ | ★ | ★ |
| 3. Determine the main and related ideas in visual material. | • | • | ★ | ★ |
| 4. Identify the purpose, message and intended audience of visual communication. | • | • | ★ | ★ |
| 5. Identify, understand and critically evaluate the relationship among purpose, message and intended audience of visual communications. | • | • | • | ★ |
| **Interpret maps, globes and air photos:** | | | | |
| 1. Use a variety of maps for a variety of purposes. | • | • | ★ | ★ |
| 2. Interpret and use map legends and map symbols on different kinds of maps. | • | • | ★ | ★ |
| 3. Recognize features shown on maps and air photos and compare features on both. | • | • | ★ | ★ |

| | 9 | 10 | 20 | 30 |
|---|---|---|---|---|
| 4. Recognize that relief drawing, colour relief, and contour lines represent the characteristics of an area. | • | ★ | ★ | ★ |
| 5. Orient oneself to the relative location of places and direction from place to place. | ★ | ★ | ★ | ★ |
| 6. Determine distance and compare distances on maps by using different scales. | • | ★ | ★ | ★ |
| 7. Locate places and features, using various grid systems such as latitude and longitude, letter key systems, etc. | ★ | ★ | ★ | ★ |
| 8. Use geographic terminology to describe physical features and geographic relationships. | ★ | ★ | ★ | ★ |
| 9. Interpret information from a variety of maps such as thematic maps and distribution maps. | | • | • | ★ |
| 10. Identify and interpret patterns and relationships among geographic data. | • | • | ★ | ★ |
| 11. Recognize relationships among locations of cities, water bodies, continents and countries. | • | • | ★ | ★ |
| 12. Interpret relationships of data relative to locations of settlements, natural resources, industries, trade, etc. | • | ★ | ★ | ★ |
| 13. Use sequences of maps to show change; e.g., population, production, distribution. | • | • | ★ | ★ |
| 14. Develop skill in interpreting historical maps. | • | • | • | ★ |
| 15. Construct maps of an area to show geographic relationships. | • | • | ★ | ★ |
| Understand time and chronology: | | | | |
| 1. Identify an event as part of a chronological series of happenings. | • | • | ★ | ★ |
| 2. Arrange related events and ideas in chronological order. | • | ★ | ★ | ★ |
| 3. Develop and use time sequence and ranking to organize material. | • | • | ★ | ★ |
| 4. Organize historical information by making simple time–lines and flow charts. | • | ★ | ★ | ★ |
| 5. Relate chronology to change and continuity. | | • | • | ★ |
| 6. Interpret situations in terms of time perspective. | • | • | ★ | ★ |
| 7. Identify immediate causes, underlying causes and multiple causes of historical events. | • | • | • | ★ |
| 8. Identify relationships among historical events. | • | • | ★ | ★ |
| Organize information: | | | | |
| 1. Select relevant factual data for a particular purpose. | • | • | ★ | ★ |
| 2. Record information in note form to show organization of ideas. | • | • | ★ | ★ |
| 3. Make an outline of a topic from material read, heard or viewed from multiple sources of data. | ★ | ★ | ★ | ★ |
| 4. Organize material to answer questions from material heard, viewed or read. | ★ | ★ | ★ | ★ |
| 5. Sort information into categories according to given criteria. | • | • | ★ | ★ |
| 6. Compose headings or titles for information summarized. | ★ | ★ | ★ | ★ |
| 7. Compile a table of contents to show order. | ★ | ★ | ★ | ★ |
| 8. Organize data by constructing tables, graphs, and charts. | • | • | ★ | ★ |

## ANALYSING / SYNTHESIZING / EVALUATING
(Using information and ideas)

| | 9 | 10 | 20 | 30 |
|---|---|---|---|---|
| **Analyse information:** | | | | |
| 1. Compare accounts to see if they are identical, similar, related or unrelated. | • | • | ★ | ★ |
| 2. Distinguish between fact and fiction, fact and opinion, and fact and value. | • | • | • | ★ |
| 3. Detect bias or propaganda in information presented. | • | • | ★ | ★ |
| 4. Identify point of view or perspective. | • | • | • | ★ |
| 5. Determine the authority and expertise of sources. | • | • | • | • |
| 6. Examine arguments for consistency and contradiction. | • | • | • | ★ |
| 7. Distinguish between warranted and unwarranted claims. | • | • | ★ | ★ |
| 8. Identify sources of information as primary or secondary. | • | • | ★ | ★ |
| 9. Determine whether evidence assembled is accurate and relevant to a topic. | • | • | ★ | ★ |
| 10. Recognize underlying assumptions of a statement or position, both stated and unstated. | • | • | • | • |
| 11. Distinguish between hypotheses and evidence, and hypotheses and generalizations. | | • | • | ★ |
| 12. Determine values underlying a position. | • | • | • | ★ |
| 13. Separate a topic into major components according to appropriate criteria - key issues or concepts. | | • | ★ | ★ |
| 14. State relationships between concepts and categories of data - identify organizing principles. | | • | • | ★ |
| 15. Analyse data through the use of simple statistical tools such as per capita, mean and median. | • | • | • | ★ |
| 16. Apply appropriate models such as diagramming, webbing, concept maps, retrieval charts and flow charts to analyse data. | | • | ★ | ★ |
| **Synthesize information:** | | | | |
| 1. Summarize material presented. | ★ | ★ | ★ | ★ |
| 2. Restate major ideas of a topic in concise form. | • | • | ★ | ★ |
| 3. Draw inferences from data. | • | • | ★ | ★ |
| 4. Develop concepts from descriptive data. | • | • | ★ | ★ |
| 5. Draw generalizations by recognizing relationships between concepts. | • | • | ★ | ★ |
| 6. Relate significant ideas to support a point of view. | • | • | ★ | ★ |
| 7. Formulate opinion based on critical examination of information. | • | • | ★ | ★ |
| 8. Propose a new plan of action or operation, or create a new system. | • | • | • | ★ |
| 9. Develop information in visual forms such as charts, graphs, diagrams or models to support a point. | • | • | ★ | ★ |
| 10. Formulate alternative answers, solutions, conclusions or decisions to a problem. | • | • | ★ | ★ |
| **Evaluate information:** | | | | |
| 1. Consider which source of information is more acceptable and why. | | • | ★ | ★ |

| | 9 | 10 | 20 | 30 |
|---|---|---|---|---|
| 2. Judge the adequacy of information about an issue. | • | • | • | ★ |
| 3. Judge the reliability and validity of information - source, objectivity, accuracy, currency, consistency. | • | • | • | ★ |
| 4. Judge the desirability of a decision on the basis of a particular value position. | • | • | • | ★ |
| 5. Evaluate the desirability and feasibility of alternative solutions, decisions or actions. | • | • | • | • |
| 6. Clarify and rank values in making judgments. | • | • | • | ★ |
| 7. Evaluate the process used to arrive at an answer, solution, conclusion or decision. | • | • | ★ | ★ |

**COMMUNICATION SKILLS**

(Oral, visual and written expression)

ORAL

| | | | | |
|---|---|---|---|---|
| 1. Develop and use vocabulary appropriate to course content. | • | • | • | ★ |
| 2. Speak to the topic in discussion. | • | • | ★ | ★ |
| 3. Orally defend one's point of view. | • | ★ | ★ | ★ |
| 4. Express one's ideas with confidence. | • | • | ★ | ★ |
| 5. Express thoughts clearly in oral form, to an increasing variety of audiences, for a variety of purposes. | • | • | • | • |
| 6. Communicate effectively in a variety of situations - group, panel, formal debate, seminar, forum. | • | • | • | ★ |
| 7. Deliver information in oral presentations with the aid of prepared notes. | • | • | ★ | ★ |
| 8. Develop facility in communicating orally through audio and visual media. | • | • | ★ | ★ |

VISUAL

| | | | | |
|---|---|---|---|---|
| 1. Select and use an appropriate medium for presenting ideas. | • | ★ | ★ | ★ |
| 2. Construct appropriate visual aids such as maps, charts, graphs, pictures, illustrations and timelines, to support ideas. | • | ★ | ★ | ★ |
| 3. Produce and display models, murals, collages, dioramas, artwork, cartoons, films, slides and videotapes to demonstrate learning. | • | • | ★ | ★ |

WRITTEN

| | | | | |
|---|---|---|---|---|
| 1. Write ideas in correct sentences in one's own words. | • | ★ | ★ | ★ |
| 2. Express ideas in clear, coherent paragraphs. | • | ★ | ★ | ★ |
| 3. Write multiple paragraph compositions using appropriate techniques for introducing, developing and concluding a topic. | • | • | ★ | ★ |
| 4. Use various methods for developing a piece of writing such as reasons, examples, sequencing and comparisons. | • | • | • | ★ |
| 5. Write reports, research papers and position papers. | • | • | • | ★ |
| 6. Write independently to support one's view using factual details, examples, statistics, analogies and quotations. | • | ★ | ★ | ★ |

| | 9 | 10 | 20 | 30 |
|---|---|---|---|---|
| 7. Select role, audience, format, topic and verb forms to express ideas for various purposes. | • | • | • | • |
| 8. Revise and edit written work to achieve one's purpose. | • | • | • | • |
| 9. Credit quoted material in writing - footnotes. | • | • | ★ | ★ |
| 10. Prepare a bibliography of sources used in research. | • | • | ★ | ★ |
| 11. Maintain well-written notebooks and class records. | • | • | ★ | ★ |

**PARTICIPATION SKILLS**

(Interpersonal relations, group, social and political participation)

At the start of the skills section it was suggested that skills not be taught in isolation. Since this section involves personal behaviour when dealing with others, attitude and skill objectives are intertwined and developed simultaneously.

| | 9 | 10 | 20 | 30 |
|---|---|---|---|---|
| INTERPERSONAL RELATIONS | | | | |
| 1. Show respect for the rights and opinions of others. | • | • | ★ | ★ |
| 2. Interact with others in accordance with social rules. | • | ★ | ★ | ★ |
| 3. Demonstrate willingness and ability to interact with others. | • | ★ | ★ | ★ |
| 4. Respond voluntarily to the needs of others in distress. | • | ★ | ★ | ★ |
| 5. Offer encouragement and approval to others. | • | ★ | ★ | ★ |
| 6. Resolve conflict through compromise and co-operation. | • | • | ★ | ★ |
| 7. Demonstrate the ability to disagree, when warranted, in an acceptable manner. | • | ★ | ★ | ★ |
| 8. Display self-confidence and self-control. | • | ★ | ★ | ★ |
| 9. Develop independent work habits. | • | ★ | ★ | ★ |
| 10. Seek help when required. | • | ★ | ★ | ★ |
| GROUP PARTICIPATION | | | | |
| 1. Work effectively with others in a variety of group settings. | • | • | ★ | ★ |
| 2. Participate in setting goals, rules and guidelines for group work. | • | • | ★ | ★ |
| 3. Demonstrate an ability to follow group rules, keep to the task and abide by group decisions. | • | • | ★ | ★ |
| 4. Accept the role of leader or follower, as the situation requires. | • | • | ★ | ★ |
| 5. Contribute to group processes by providing supporting ideas, extending ideas, paraphrasing ideas and working toward consensus. | • | • | ★ | ★ |
| 6. Make meaningful contributions to discussion and group work. | • | ★ | ★ | ★ |
| 7. Participate as a group member in organizing, and planning activities and in making decisions. | • | • | ★ | ★ |
| 8. Participate in persuading, compromising, debating and negotiating to resolve conflicts and differences. | • | • | ★ | ★ |
| 9. Distinguish between work that can be done efficiently by individuals and that which calls for group effort. | • | • | ★ | ★ |
| 10. Identify, develop and apply leadership abilities. | • | • | ★ | ★ |

| | 9 | 10 | 20 | 30 |
|---|---|---|---|---|
| 11. Demonstrate leadership in establishing group goals, enforcing rules, delegating authority, and facilitating agreement of opposing views. | • | • | ★ | ★ |

SOCIAL AND POLITICAL PARTICIPATION

| | | | | |
|---|---|---|---|---|
| 1. Keep informed on issues that affect society. | | • | • | ★ |
| 2. Identify situations in which social action is required. | | • | • | ★ |
| 3. Develop appropriate strategies to produce constructive change. | | • | • | ★ |
| 4. Become involved in social and political processes. | | • | • | • |
| 5. Influence those in positions of power to achieve social improvements. | | • | • | • |
| 6. Exercise the responsibilities, obligations and duties inherent in a democratic way of life. | | • | • | • |
| 7. Develop the personal commitment necessary for responsible community involvement. | | • | • | • |
| 8. Employ public and private services to assist in solving individual or community problems. | | • | • | ★ |
| 9. Develop self-direction and self-discipline required to pursue goals. | | • | • | ★ |

**INQUIRY STRATEGIES**

(Processes for problem solving and decision making)

Inquiry strategies are combinations of discrete skills used to answer questions, solve problems and resolve issues. In the senior high program we want students to develop and use critical and creative thinking strategies as well as problem-solving, decision-making and inquiry strategies.

CRITICAL THINKING

Critical thinking includes a number of skills related to problem solving and decision making. All of those processes are listed elsewhere in this skills document, particularly under analysing and evaluating. Key critical thinking skills include:

| | 9 | 10 | 20 | 30 |
|---|---|---|---|---|
| 1. Distinguish between facts and values. | • | • | ★ | ★ |
| 2. Determine reliability of data. | • | • | ★ | ★ |
| 3. Determine the accuracy of data. | • | • | ★ | ★ |
| 4. Distinguish between relevant and irrelevant information. | • | • | ★ | ★ |
| 5. Detect bias in materials. | • | • | ★ | ★ |
| 6. Identify stated and unstated assumptions. | • | • | ★ | ★ |
| 7. Identify ambiguous arguments. | • | • | • | ★ |
| 8. Recognize inconsistencies in a line of reasoning. | • | • | • | ★ |
| 9. Determine the strength of an argument. | • | ★ | ★ | ★ |
| 10. Consider personal values as a guide to decision making. | • | • | ★ | ★ |
| 11. Examine and assess a variety of viewpoints on issues before forming an opinion. | • | • | ★ | ★ |
| 12. Examine evidence and consider alternatives before making a decision. | • | • | ★ | ★ |
| 13. Identify, use and evaluate various approaches to solve problems. | • | • | ★ | ★ |

## CREATIVE THINKING

Creative thinking includes the cognitive behaviours of novelty and insight. The processes are used to create new thought patterns, unique products and innovative solutions to problems. Many of these behaviours are idiosyncratic and as a result are difficult to define and reproduce. However, instruction should develop creative thinking behaviours by engaging students in activities:

| | 9 | 10 | 20 | 30 |
|---|---|---|---|---|
| 1. Brainstorm to collect novel and wide-ranging ideas. | • | • | ★ | ★ |
| 2. Visualize a unique way of performing a task. | • | • | ★ | ★ |
| 3. Predict a trend in society. | • | • | ★ | ★ |
| 4. Develop an analogy to show relationships in a new light. | • | • | ★ | ★ |
| 5. Create a metaphor to describe a situation or occurrence. | • | • | ★ | ★ |
| 6. Produce a model to demonstrate learning. | • | • | ★ | ★ |
| 7. State intuitive thoughts that may reveal new insights. | • | • | ★ | ★ |
| 8. Develop innovative approaches in learning. | • | • | ★ | ★ |
| 9. Demonstrate independence of thought. | • | • | ★ | ★ |

## PROBLEM SOLVING

Problem solving is a strategy of using a variety of skills to answer a question or solve a problem (who, why, what, where, when, and how).

| | 9 | 10 | 20 | 30 |
|---|---|---|---|---|
| 1. Define a problem/question. | • | ★ | ★ | ★ |
| 2. Develop questions or hypotheses to guide research. | • | • | ★ | ★ |
| 3. Gather, organize and interpret information. | • | ★ | ★ | ★ |
| 4. Develop a conclusion/solution. | • | • | ★ | ★ |

## DECISION MAKING

Decision making is the strategy of using values and a variety of skills to determine a solution to a problem/issue that involves a choice (should) and that requires a decision for action.

| | 9 | 10 | 20 | 30 |
|---|---|---|---|---|
| 1. Identify an issue. | • | ★ | ★ | ★ |
| 2. Identify possible alternatives. | • | ★ | ★ | ★ |
| 3. Devise a plan for research. | • | • | ★ | ★ |
| 4. Gather, organize and interpret information. | • | ★ | ★ | ★ |
| 5. Evaluate the alternatives using collected information. | • | • | ★ | ★ |
| 6. Make a decision, plan to take action consistent with position held if desirable or feasible. | • | ★ | ★ | ★ |
| 7. Evaluate the action plan and the decision-making process. | • | • | ★ | ★ |

## SOCIAL INQUIRY PROCESS

The social inquiry process is a specific strategy for investigating and, where possible, resolving social issues.

| | 9 | 10 | 20 | 30 |
|---|---|---|---|---|
| 1. Identify and focus on the issue. | • | • | ★ | ★ |
| 2. Establish research questions and procedures. | • | • | ★ | ★ |
| 3. Gather and organize data. | • | • | ★ | ★ |
| 4. Analyse and evaluate data. | • | • | ★ | ★ |
| 5. Synthesize data. | • | • | ★ | ★ |
| 6. Resolve the issue (postpone taking action). | • | • | ★ | ★ |
| 7. Apply the decision. | • | • | ★ | ★ |
| 8. Evaluate the decision and process. | • | • | ★ | ★ |

# SOCIAL STUDIES 13/23/33 SKILL DEVELOPMENT CHART

The program of studies identifies the skills that should be emphasized in each topic. The purpose of the Social Studies 13/23/33 Skill Development Chart is to identify the specific skills to be developed and reinforced, and to indicate where most average social studies students are expected to be, if the specified skill is addressed at that grade level.

The Social Studies Skill Development Chart suggests a general plan for continuity in skill development for Social Studies 13/23/33 that builds upon skills introduced and developed in the junior high school program. The chart provides a suggested placement of each skill; however, the format does not reflect how students learn or how the skills should be taught. The teacher determines the actual introduction of a skill based on the needs and nature of the learner. It is expected that the teacher will develop the skills in an integrated fashion so that the interrelationships between and among these skills will be understood and applied by students. Most of the skills are a shared responsibility of social studies and other subject areas and may be introduced, developed or reinforced in other subjects as well. The categories of skills are as follows:

**PROCESS SKILLS** – skills that enable one to acquire, evaluate and use information

LOCATING / INTERPRETING / ORGANIZING
ANALYSING / SYNTHESIZING / EVALUATING

**COMMUNICATION SKILLS** – skills that enable one to express and present information and ideas

ORAL
VISUAL
WRITTEN

**PARTICIPATION SKILLS** – skills that enable one to interact with others

INTERPERSONAL RELATIONS
GROUP PARTICIPATION
SOCIAL AND POLITICAL PARTICIPATION

**INQUIRY STRATEGIES** – combinations of skills that enable one to solve problems and make decisions

CRITICAL THINKING
CREATIVE THINKING
PROBLEM SOLVING
DECISION MAKING
SOCIAL INQUIRY PROCESS

Skills on the chart are identified at two levels:

- Instructional Level

  The teacher diagnoses students' ability levels in the given skill and teaches the skill required to the students through planned learning experiences. Skill development and growth can be assessed at this level.

★ Independent Level

  The skill is further developed, where necessary, and is maintained and extended through practice.

The skill objectives are grouped into categories for organizational purposes; however, some of the skills may fit into more than one category. The skills are not intended to be developed separately or sequentially as illustrated but are to be developed in conjunction with the knowledge and attitude objectives.

Skills are best taught in the context of use rather than in isolation, and are best learned by students practising them. It is important that students be provided regular opportunities to practise skills in a variety of contexts. In a few instances, appropriate resources may not be available (e.g., access to computer networks) and skill expectations and development expectations must be adjusted accordingly.

The skills organization is similar to those in the junior high program, but the wording and presentation of the specific skills has been changed to reflect the expectations of the senior high school program. This chart also includes inquiry strategies and suggestions for developing critical and creative thinking.

**PROCESS SKILLS**

| LOCATING / INTERPRETING / ORGANIZING (gathering and acquiring information) | Social Studies | 9 | 13 | 23 | 33 |
|---|---|---|---|---|---|
| Locate reference materials in the library as sources of information: | | | | | |
| 1. Identify possible sources and locations of information. | | • | • | • | ★ |
| 2. Use the library catalogue to locate references related to a topic. | | ★ | ★ | ★ | ★ |
| 3. Locate materials, using the Dewey Decimal System. | | ★ | ★ | ★ | ★ |
| 4. Use periodical indexes such as the Canadian Periodical Index to locate information. | | • | • | • | ★ |
| 5. Use social science references including atlases, almanacs, encyclopedias, yearbooks, and dictionaries, to obtain information. | | • | • | • | ★ |
| Use reference materials to find information: | | | | | |
| 1. Use title, table of contents, index, glossary and appendix to find useful information. | | ★ | ★ | ★ | ★ |
| 2. Use chapter and section headings, topic sentences and summaries to identify information. | | ★ | ★ | ★ | ★ |
| 3. Locate information in references, using volume letters, key words, and indexes. | | ★ | ★ | ★ | ★ |
| 4. Select passages pertinent to the topic being studied. | | ★ | ★ | ★ | ★ |
| Use newspapers, periodicals, and pamphlets as sources of information for a study: | | | | | |
| 1. Become aware of the wide range of periodical material as sources of information. | | ★ | ★ | ★ | ★ |
| 2. Select important news items pertinent to topics of study. | | ★ | ★ | ★ | ★ |
| 3. Organize periodical material to support class activities. | | • | • | • | ★ |
| Read to acquire information: | | | | | |
| 1. Read materials to get literal meaning of text. | | • | • | • | • |

| | 9 | 13 | 23 | 33 |
|---|---|---|---|---|
| 2. Adjust rate of reading to suit material and purpose. | • | • | • | ★ |
| 3. Identify relevant terms and information. | • | • | • | ★ |
| 4. Use context clues to gain meaning. | • | • | • | ★ |
| 5. Read for a variety of purposes - skim for facts, answer a question and predict outcomes. | • | • | • | ★ |
| 6. Differentiate between main and related ideas. | • | • | • | • |
| 7. Recognize relationships including sequence, cause, effect, space, place and time. | • | • | • | • |
| 8. Interpret what is read by drawing inferences. | • | • | • | • |
| 9. Summarize and organize material read. | • | • | • | • |
| 10. Select information in order to fulfil one's purpose. | | • | • | ★ |
| **Listen and observe to acquire information:** | | | | |
| 1. Listen and observe with a purpose. | • | • | ★ | ★ |
| 2. Identify a speaker's purpose. | • | • | • | ★ |
| 3. Identify key ideas in a presentation. | • | • | ★ | ★ |
| 4. Relate information gained through listening and observing, to information gained from other sources. | • | • | • | ★ |
| 5. Reserve judgment until a presentation has been heard or observed. | • | • | • | • |
| 6. Note ideas while listening to and observing a presentation. | • | • | • | ★ |
| **Gather information from field studies and interviews:** | | | | |
| 1. Identify the purpose of a field study or interview. | • | • | • | ★ |
| 2. Plan procedures, rules of conduct, questions, and determine information to be gained. | • | • | • | • |
| 3. Develop effective interviewing procedures including the use of appropriate questions. | • | • | • | • |
| 4. Record, summarize and organize information obtained. | • | • | • | ★ |
| **Gather information using computers, telephone and television information networks:** | | | | |
| 1. Operate a computer to enter and retrieve information from a variety of sources. | • | • | ★ | ★ |
| 2. Access information through networks, data banks, and on-line sources. | | • | • | • |
| 3. Use word processing programs to organize information. | • | • | ★ | ★ |
| **Interpret information:** | | | | |
| 1. Translate written and printed materials into terms meaningful to oneself. | • | • | • | • |
| 2. Select main ideas, key points and supporting points. | • | • | • | ★ |
| 3. Classify data by topic. | • | • | • | ★ |
| 4. Identify and state the central issue in a topic in one's own words. | • | • | • | ★ |
| 5. Predict outcomes based on factual data. | • | • | • | ★ |
| 6. Recognize cause and effect relationships. | • | • | • | • |
| 7. Note trends and predict what might happen. | • | • | • | ★ |
| | 9 | 13 | 23 | 33 |

| | | | | |
|---|---|---|---|---|
| 8. Recognize there are various interpretations of data. | • | • | • | ★ |
| 9. Translate data by presenting information in different forms, such as maps, timelines or diagrams. | • | • | • | ★ |
| **Interpret graphs, charts, tables and diagrams:** | | | | |
| 1. Obtain information from a wide variety of graphs, such as line, multiple line, horizontal bar, vertical bar and divided circle. | • | • | • | ★ |
| 2. Interpret graphs, charts and tables presented in course materials. | • | • | • | • |
| 3. Identify relationships among data presented in graphs, charts and tables. | • | • | • | • |
| 4. Relate data obtained from graphs, charts, tables, and diagrams to other data. | • | • | • | ★ |
| **Interpret pictures, photographs, and cartoons:** | | | | |
| 1. Recognize cartoons and pictures as sources of information. | • | • | • | ★ |
| 2. Determine main ideas and identify detail in pictorial material. | • | • | • | ★ |
| 3. Use picture clues, titles and captions to aid comprehension. | • | • | • | ★ |
| 4. Interpret the point of view expressed in cartoons. | • | • | • | ★ |
| **Interpret visual materials such as art, television, film and drama:** | | | | |
| 1. Use visual materials as sources of information. | • | ★ | ★ | ★ |
| 2. Describe the content of the material. | • | • | ★ | ★ |
| 3. Determine the main and related ideas in visual material. | • | • | • | ★ |
| 4. Identify the purpose and message of visual communication. | • | • | • | ★ |
| **Interpret maps, globes and air photos:** | | | | |
| 1. Use a variety of maps for a variety of purposes. | • | • | ★ | ★ |
| 2. Interpret and use map legends and map symbols on different kinds of maps. | • | • | ★ | ★ |
| 3. Recognize features shown on maps and air photos. | • | • | • | ★ |
| 4. Recognize that relief drawing, colour relief, and contour lines represent the characteristics of an area. | • | • | ★ | ★ |
| 5. Orient oneself to the relative location of places and direction from place to place. | ★ | ★ | ★ | ★ |
| 6. Determine distance and compare distances on maps by using different scales. | • | • | • | ★ |
| 7. Locate places and features using a grid system such as latitude and longitude or letter key systems. | ★ | ★ | ★ | ★ |
| 8. Use geographic terminology to describe physical features and geographic features. | ★ | ★ | ★ | ★ |
| 9. Read and interpret information from specialized maps such as thematic maps and distribution maps. | | • | • | ★ |
| 10. Identify and interpret patterns and relationships among geographic data. | • | • | ★ | ★ |

| | 9 | 13 | 23 | 33 |
|---|---|---|---|---|
| 11. Recognize relationships among locations of cities, water bodies, continents and countries. | ● | ● | ● | ★ |
| 12. Interpret relationships of data relative to locations of settlements, natural resources, industries, trade, etc. | ● | ● | ★ | ★ |
| 13. Use sequences of maps to show change; e.g., boundaries, population shifts, historical developments. | ● | ● | ● | ● |
| 14. Construct simple maps of an area to show geographic relationships. | ● | ● | ★ | ★ |
| **Understand time and chronology:** | | | | |
| 1. Identify an event as part of a chronological series of happenings. | ● | ● | ● | ★ |
| 2. Arrange related events and ideas in chronological order. | ● | ● | ★ | ★ |
| 3. Organize historical information by making simple time-lines and flow charts. | ● | ● | ★ | ★ |
| 4. Identify immediate causes and underlying causes of historical events. | ● | ● | ● | ★ |
| 5. Identify relationships among historical events. | ● | ● | ● | ● |
| **Organize information:** | | | | |
| 1. Select relevant factual data for a particular purpose. | ● | ● | ● | ★ |
| 2. Record information in note form to show organization of ideas. | ● | ● | ● | ★ |
| 3. Make an outline of a topic from material read, heard or viewed from multiple sources of data. | ★ | ★ | ★ | ★ |
| 4. Organize material to answer questions from material heard, viewed or read. | ★ | ★ | ★ | ★ |
| 5. Sort information into categories according to given criteria. | ● | ● | ● | ★ |
| 6. Compose headings or titles for information summarized. | ● | ● | ● | ★ |
| 7. Compile a table of contents to show order. | ★ | ★ | ★ | ★ |
| 8. Organize data in visual form - tables, graphs, and charts. | ● | ● | ● | ★ |
| **ANALYSING / SYNTHESIZING / EVALUATING (Using information and ideas)** | | | | |
| **Analyse information:** | | | | |
| 1. Compare accounts to see if they are identical, similar, related or unrelated. | ● | ● | ● | ★ |
| 2. Distinguish between fact and fiction, fact and opinion, and fact and value. | ● | ● | ● | ★ |
| 3. Detect bias or propaganda in data presented. | ● | ● | ● | ★ |
| 4. Identify point of view or perspective. | ● | ● | ● | ★ |
| 5. Determine the authority and expertise of sources. | ● | ● | ● | ● |
| 6. Examine arguments for consistency and contradiction. | ● | ● | ● | ★ |
| 7. Determine whether evidence assembled is accurate and relevant to a topic. | ● | ● | ● | ★ |
| 8. Recognize underlying assumptions of a statement or position. | ● | ● | ● | ● |
| 9. Determine values underlying a position. | ● | ● | ● | ● |

| | 9 | 13 | 23 | 33 |
|---|---|---|---|---|
| 10. Apply appropriate models such as diagramming, webbing, concept maps, retrieval charts and flow charts to analyse data. | | • | • | ★ |
| **Synthesize information:** | | | | |
| 1. Summarize material presented. | • | • | ★ | ★ |
| 2. Restate major ideas of a topic in concise form. | • | • | • | ★ |
| 3. Draw inferences from data. | • | • | • | ★ |
| 4. Develop concepts from descriptive data. | • | • | • | ★ |
| 5. Draw generalizations by recognizing relationships between concepts. | • | • | • | • |
| 6. Relate significant ideas to support a point of view. | • | • | • | • |
| 7. Formulate opinion based on critical examination of information. | • | • | • | • |
| 8. Propose a new plan of action or operation, or create a new system. | • | • | • | ★ |
| 9. Develop information in visual forms such as charts, graphs, diagrams or models to support a point. | • | • | ★ | ★ |
| 10. Formulate alternative answers, solutions, conclusions or decisions to a problem. | • | • | • | ★ |
| **Evaluate information:** | | | | |
| 1. Consider which source of information is more acceptable and why. | | • | ★ | ★ |
| 2. Judge the adequacy of information about an issue. | • | • | • | ★ |
| 3. Judge the reliability and validity of information - source, objectivity, accuracy, currency, consistency. | • | • | • | • |
| 4. Evaluate the desirability and feasibility of alternative solutions, decisions or actions. | • | • | • | • |
| 5. Evaluate the process used to arrive at an answer, solution, conclusion or decision. | • | • | • | ★ |
| **COMMUNICATION SKILLS** (Oral, visual and written expression) | | | | |
| ORAL | | | | |
| 1. Develop and use vocabulary appropriate to course content. | • | • | • | ★ |
| 2. Speak to the topic in discussion. | • | • | ★ | ★ |
| 3. Orally defend one's point of view. | • | • | ★ | ★ |
| 4. Express one's ideas with confidence. | • | • | ★ | ★ |
| 5. Express thoughts clearly in oral form, to an increasing variety of audiences, for a variety of purposes. | • | • | • | • |
| 6. Communicate effectively in a variety of situations - group, panel, formal debate, seminar, forum. | • | • | • | • |
| 7. Deliver information in oral presentations with the aid of prepared notes. | • | • | ★ | ★ |
| 8. Develop facility in communicating orally through audio and visual media. | • | • | ★ | ★ |

| VISUAL | 9 | 13 | 23 | 33 |
|---|---|---|---|---|
| 1. Select and use an appropriate medium for presenting ideas. | • | • | ★ | ★ |
| 2. Construct appropriate visual aids such as maps, charts, graphs, pictures, illustrations and timelines, to support ideas. | • | • | ★ | ★ |
| 3. Produce and display models, murals, collages, dioramas, artwork, cartoons, films, slides and videotapes to show learning. | • | • | ★ | ★ |
| **WRITTEN** | | | | |
| 1. Write ideas in correct sentences in one's own words. | • | • | ★ | ★ |
| 2. Express ideas in clear, coherent paragraphs. | • | • | ★ | ★ |
| 3. Write multiple paragraph compositions about a topic. | • | • | • | • |
| 4. Use various methods for developing a piece of writing such as reasons, examples, sequencing and comparisons. | • | • | • | ★ |
| 5. Write short reports, research papers and position papers. | • | • | • | • |
| 6. Write independently to express one's views. | • | • | • | • |
| 7. Write to support a position, using factual details or other methods of support such as examples and quoting authorities. | • | • | • | • |
| 8. Select role, audience, format, topic and verb forms to express ideas for various purposes. | • | • | • | • |
| 9. Revise and edit written work to achieve one's purpose. | • | • | • | • |
| 10. Credit quoted and paraphrased material in writing - footnotes. | • | • | • | • |
| 11. Prepare a bibliography of sources used in research. | • | • | • | ★ |
| 12. Maintain well-written notebooks and class records. | • | • | • | ★ |

## PARTICIPATION SKILLS

(Interpersonal relations, group, social and political participation)

At the start of the skills section it was suggested that skills not be taught in isolation. Since this section involves personal behaviour when dealing with others, attitude and skill objectives are intertwined and developed simultaneously.

| INTERPERSONAL RELATIONS | 9 | 13 | 23 | 33 |
|---|---|---|---|---|
| 1. Show respect for the rights and opinions of others. | • | • | • | ★ |
| 2. Interact with others in accordance with social rules. | • | ★ | ★ | ★ |
| 3. Demonstrate willingness and ability to interact with others. | • | • | ★ | ★ |
| 4. Respond voluntarily to the needs of others in distress. | • | ★ | ★ | ★ |
| 5. Offer encouragement and approval to others. | • | • | ★ | ★ |
| 6. Resolve conflict through compromise and co-operation. | • | • | ★ | ★ |
| 7. Demonstrate the ability to disagree, when warranted, in an acceptable manner. | • | • | ★ | ★ |
| 8. Display self-confidence and self-control. | • | • | ★ | ★ |
| 9. Develop independent work habits. | • | • | • | ★ |
| 10. Seek help when required. | • | • | ★ | ★ |
| **GROUP PARTICIPATION** | | | | |
| 1. Work effectively with others in a variety of group settings. | • | • | ★ | ★ |

| | 9 | 13 | 23 | 33 |
|---|---|---|---|---|
| 2. Participate in setting goals, rules and guidelines for group work. | • | • | • | ★ |
| 3. Demonstrate an ability to follow group rules, keep to the task, and abide by group decisions. | • | • | ★ | ★ |
| 4. Accept the role of leader or follower, as the situation requires. | • | • | • | ★ |
| 5. Contribute to group processes by providing supporting ideas, extending ideas, paraphrasing ideas and working toward consensus. | • | • | ★ | ★ |
| 6. Make meaningful contributions to discussion and group work. | • | • | ★ | ★ |
| 7. Participate as a group member in organizing and planning activities and in making decisions. | • | • | • | ★ |
| 8. Participate in persuading, compromising, debating and negotiating to resolve conflicts and differences. | • | • | • | ★ |
| 9. Distinguish between work that can be done efficiently by individuals and that which calls for group effort. | • | • | • | ★ |
| 10. Identify, develop and apply leadership abilities. | • | • | • | ★ |

SOCIAL AND POLITICAL PARTICIPATION

| | | | | |
|---|---|---|---|---|
| 1. Keep informed on issues that affect society. | | • | • | ★ |
| 2. Identify situations in which social action is required. | | • | • | ★ |
| 3. Become involved in social and political processes. | | • | • | • |
| 4. Influence those in positions of power, to achieve social improvements. | | • | • | • |
| 5. Exercise the responsibilities, obligations and duties inherent in a democratic way of life. | | • | • | • |
| 6. Develop the personal commitment necessary for responsible community involvement. | | • | • | • |
| 7. Employ public and private services to assist in solving individual or community problems. | | • | • | ★ |
| 8. Develop self-direction and self-discipline required to achieve goals. | | • | • | • |

## INQUIRY STRATEGIES

(Processes for problem solving and decision making)

Inquiry strategies are combinations of discrete skills used to answer questions, solve problems and resolve issues. In the senior high program we want students to develop critical and creative thinking strategies as well as problem-solving, decision-making and inquiry strategies.

CRITICAL THINKING

Critical thinking includes a number of skills involved in problem solving and decision making. All of those processes are listed elsewhere in this skills document, particularly under analysing and evaluating. Key critical thinking skills include:

| | 9 | 13 | 23 | 33 |
|---|---|---|---|---|
| 1. Distinguish between facts and values. | • | • | ★ | ★ |
| 2. Determine reliability of data. | • | • | • | ★ |

| | 9 | 13 | 23 | 33 |
|---|---|---|---|---|
| 3. Determine the accuracy of data. | • | • | • | ★ |
| 4. Distinguish between relevant and irrelevant information. | • | • | • | ★ |
| 5. Detect bias in materials. | • | • | • | ★ |
| 6. Determine the strength of an argument. | • | • | • | ★ |
| 7. Consider personal values as a guide to decision making. | • | • | ★ | ★ |
| 8. Examine and assess a variety of viewpoints on issues before forming an opinion. | • | • | • | ★ |
| 9. Examine evidence and consider alternatives before making a decision. | • | • | ★ | ★ |
| 10. Identify, use and evaluate various approaches to solve problems. | • | • | • | ★ |

CREATIVE THINKING

Creative thinking includes the cognitive behaviours of novelty and insight. The processes are used to create new thought patterns, unique products and innovative solutions to problems. Many of these behaviours are idiosyncratic and as a result are difficult to define and reproduce. However, instruction should develop creative thinking behaviours by engaging students in activities:

| | 9 | 13 | 23 | 33 |
|---|---|---|---|---|
| 1. Brainstorm to collect novel and wide-ranging ideas. | • | • | ★ | ★ |
| 2. Visualize a unique way of performing a task. | • | • | • | ★ |
| 3. Predict a trend in society. | • | • | • | ★ |
| 4. Develop an analogy to show relationships in a new light. | • | • | • | ★ |
| 5. Create a metaphor to describe a situation or occurrence. | • | • | • | ★ |
| 6. Produce a model to demonstrate learning. | • | • | • | ★ |
| 7. State intuitive thoughts that may reveal new insights. | • | • | ★ | ★ |
| 8. Develop innovative approaches in learning. | • | • | • | ★ |
| 9. Demonstrate independence of thought. | • | • | ★ | ★ |

PROBLEM SOLVING

Problem solving is a strategy of using a variety of skills to answer a question or solve a problem (who, why, what, where, when, and how).

| | 9 | 13 | 23 | 33 |
|---|---|---|---|---|
| 1. Define a problem/question. | • | • | ★ | ★ |
| 2. Develop questions or hypotheses to guide research. | • | • | • | ★ |
| 3. Gather, organize and interpret information. | • | • | ★ | ★ |
| 4. Develop a conclusion/solution. | • | • | ★ | ★ |

DECISION MAKING

Decision making is the strategy of using values and a variety of skills to determine a solution to a problem/issue that involves a choice (should) and that requires a decision for action.

| | 9 | 13 | 23 | 33 |
|---|---|---|---|---|
| 1. Identify an issue. | • | • | ★ | ★ |
| 2. Identify possible alternatives. | • | • | ★ | ★ |

| | | | | |
|---|---|---|---|---|
| 3. Devise a plan for research. | ● | ● | ★ | ★ |
| 4. Gather, organize and interpret information. | ● | ● | ★ | ★ |
| 5. Evaluate the alternatives using collected information. | ● | ● | ● | ★ |
| 6. Make a decision, plan or take action consistent with position held if desirable or feasible. | ● | ● | ★ | ★ |
| 7. Evaluate the action plan and the decision-making process. | ● | ● | ● | ★ |

SOCIAL INQUIRY PROCESS

The social inquiry process is a specific strategy for investigating and, where possible, resolving social issues.

| | 9 | 13 | 23 | 33 |
|---|---|---|---|---|
| 1. Identify and focus on the issue. | ● | ● | ★ | ★ |
| 2. Establish research questions and procedures. | ● | ● | ★ | ★ |
| 3. Gather and organize data. | ● | ● | ★ | ★ |
| 4. Analyse and evaluate data. | ● | ● | ● | ★ |
| 5. Synthesize data. | ● | ● | ● | ★ |
| 6. Resolve the issue (postpone taking action). | ● | ● | ● | ★ |
| 7. Apply the decision. | ● | ● | ● | ★ |
| 8. Evaluate the decision and process. | ● | ● | ● | ★ |

# THE GOALS OF BASIC EDUCATION FOR ALBERTA

## INTRODUCTION

Goals are statements which indicate what is to be achieved or worked toward. In relation to basic education, goals serve several functions:

(1) they identify the distinctive role of the school and its contribution to the total education of youth.
(2) they provide purpose and direction to curriculum planning, implementation and evaluation.
(3) they enable parents, teachers and the community at large to develop a common understanding of what the schools are trying to achieve.

Society must periodically re-examine the goals of its schools. Changes in emphasis and minor adjustment of the basic goals may be required from time to time to keep pace with social change.

This statement of goals is to direct education for Grades 1 through 12 in Alberta schools. It is the basis from which specific objectives for various subjects and grades shall be developed.

While the school makes a very important contribution to education, it is only one of the agencies involved in the education of youth. The home, the church, the media and community organizations are very significant influences on children. It is useful, therefore, to delimit the role of schooling in education. Education refers to all the learning experiences the individual has in interacting with the physical and social environment; it is a continuing and lifelong process. Schooling, which has a more limited purpose, refers to the learning activities planned and conducted by a formally structured agency which influences individuals during a specified period. There is, of course, a very close relationship between schooling and education – the learning which occurs in school influences and is influenced by what is learned outside the school.

## GOALS OF SCHOOLING

Schooling, as part of education, accepts primary and distinctive responsibility for specific goals basic to the broader goals of education. Programs and activities shall be planned, taught and evaluated on the basis of these specific goals in order that students:

- Develop competencies in reading, writing, speaking, listening and viewing.
- Acquire basic knowledge and develop skills and attitudes in mathematics, the practical and fine arts, the sciences, and the social studies (including history and geography), with appropriate local, national and international emphasis in each.
- Develop the learning skills of finding, organizing, analyzing, and applying information in a constructive and objective manner.
- Acquire knowledge and develop skills, attitudes and habits which contribute to physical, mental and social well-being.
- Develop an understanding of the meaning, responsibilities, and benefits of active citizenship at the local, national and international levels.
- Acquire knowledge and develop skills, attitudes, and habits required to respond to the opportunities and expectations of the world of work.

Because the above goals are highly interrelated, each complementing and reinforcing the others, priority ranking among them is not suggested. It is recognized that in sequencing learning activities for students some goals are emphasized earlier than others; however, in relation to the total years of schooling, they are of equal importance.

In working toward the attainment of its goals, the school will strive for excellence. However, the degree of individual achievement also depends on student ability and motivation as well as support from the home. Completion of diploma requirements is expected to provide the graduate with basic preparation for lifelong learning. Dependent on program choices, the diploma also enables job entry or further formal study.

## GOALS OF EDUCATION

Achievement of the broader goals of education must be viewed as a shared responsibility of the community. Maximum learning occurs when the efforts and expectations of various agencies affecting children complement each other. Recognizing the learning that has or has not occurred through various community influences, among which the home is most important, the school will strive to:

- Develop intellectual curiosity and a desire for lifelong learning.
- Develop the ability to get along with people of various backgrounds, beliefs and lifestyles.
- Develop a sense of community responsibility which embraces respect for law and authority, public and private property, and the rights of others.
- Develop self-discipline, self-understanding, and a positive self-concept through realistic appraisal of one's capabilities and limitations.
- Develop an appreciation for tradition and the ability to understand and respond to change as it occurs in personal life and in society.
- Develop skills for effective utilization of financial resources and leisure time and for constructive involvement in community endeavors.
- Develop an appreciation for the role of the family in society.
- Develop an interest in cultural and recreational pursuits.
- Develop a commitment to the careful use of natural resources and to the preservation and improvement of the physical environment.
- Develop a sense of purpose in life and ethical or spiritual values which respect the worth of the individual, justice, fair play and fundamental rights, responsibilities and freedoms.

The ultimate aim of education is to develop the abilities of the individual in order that he might fulfill his personal aspirations while making a positive contribution to society.

# DEVELOPING DESIRABLE PERSONAL CHARACTERISTICS

The following extract can be found in all three Programs of Studies for elementary, junior high and senior high schools of Alberta.

The statement outlines the Government of Alberta's position with respect to the role that schools play in developing desirable personal characteristics among children of school age.

## Developing Desirable Personal Characteristics

Children inhabit schools for a significant portion of their lives. Each day, in their relationships with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many cultural sources, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities which take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but rather the list is a compilation of the more important attributes which schools ought to foster.

The Alberta community lives with a conviction that man is unique and is uniquely related to his world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Moral/ethical characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

1. **Ethical/Moral Characteristics**

| | |
|---|---|
| Respectful | – has respect for the opinions and rights of others, and for property. |
| Responsible | – accepts responsibility for own actions; discharges duties in a satisfactory manner. |
| Fair/Just | – behaves in an open, consistent and equitable manner. |
| Tolerant | – is sensitive to other points of view, but able to reject extreme or unethical positions; free from undue bias and prejudice. |
| Honest | – is truthful, sincere, possessing integrity; free from fraud or deception. |
| Kind | – is generous, compassionate, understanding, considerate. |
| Forgiving | – is conciliatory, excusing; ceases to feel resentment toward someone. |
| Committed to democratic ideals | – displays behaviour consistent with the principles inherent in the social, legal and political institutions of this country. |
| Loyal | – is dependable, faithful; devoted to friends, family and country. |

2. **Intellectual Characteristics**

| | |
|---|---|
| Open-minded | – delays judgments until evidence is considered, and listens to other points of view. |
| Thinks critically | – analyzes the pros and cons; explores for and considers alternatives before reaching a decision. |
| Intellectually curious | – is inquisitive, inventive, self-initiated; searches for knowledge. |
| Creative | – expresses self in an original but constructive manner; seeks new solutions to problems and issues. |
| Pursues excellence | – has internalized the need for doing his/her best in every field of endeavour. |
| Appreciative | – recognizes aesthetic values; appreciates intellectual accomplishments and the power of human strivings. |

3. **Social/Personal Characteristics**

| | |
|---|---|
| Cooperative | – works with others to achieve common aims. |
| Accepting | – is willing to accept others as equals. |
| Conserving | – behaves responsibly toward the environment and the resources therein. |
| Industrious | – applies himself diligently, without supervision. |
| Possesses a strong sense of self-worth | – is confident and self-reliant, believes in own ability and worth. |
| Persevering | – pursues goals in spite of obstacles. |
| Prompt | – is punctual; completes assigned tasks on time. |
| Neat | – organizes work in an orderly manner; pays attention to personal appearance. |
| Attentive | – is alert and observant; listens carefully. |
| Unselfish | – is charitable, dedicated to humanitarian principles. |
| Mentally and physically fit | – possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health. |

## OTHER HELPFUL SOURCES

A number of sources whereby additional information may be obtained regarding teaching social studies are listed below:

1. ACCESS Media Resource Centre
   296 Midpark Way S.E.
   Calgary, Alberta
   T2X 2A8
   Phone: 256-1100 (in Calgary)
   1-800-352-8293 (outside Calgary)
   Telex: 03824867

   a) Social Studies Grades 1-12, 1988 (Revised)
   This package contains a print component consisting of an "Inservice Presenters' Manual." Transparency Masters and Duplicating Masters. The video component includes two 20-minute videos: video 1: "Overview of the Social Studies Program" and video 2: "Encouraging Thinking."

   b) Social Studies Grades 1-12, 1989: Senior High Social Studies
   This package contains a print component, "Orientation Package for Inservice Sessions" and a 30-minute videotape (video 5: "Senior High Social Studies").

2. Central Support Services
   Box 14
   11160 Jasper Avenue
   Edmonton, Alberta
   T5K 0L2
   Phone: 427-7224

   a) Essential Concepts, Skills and Attitudes for Grade Twelve, May 1987, Alberta Education.
   This document explains the most important things our students should learn in school.

   b) Guide to Education: Senior High School Handbook, Alberta Education (New Edition yearly)
   This document includes information regarding regulations and guidelines pertaining to the operation of Alberta senior high schools.

   c) Senior High Social Studies Program of Studies
   These documents outline the mandatory requirements for Social Studies 10/20/30 and Social Studies 13/23/33.

3. Learning Resources Distributing Centre
   12360 - 142 Street
   Edmonton, Alberta
   T5L 4X9
   Phone: 427-2767
   Fax: 422-9750

   a) Buyers Guide - LRDC
   The guide provides a product listing of all learning resources that the LRDC carries in active stock so customers can easily purchase the required educational resources.

b) Students' Interactions: Developmental Framework: The Social Sphere, March 1988, Alberta Education
This monograph provides information on the student as a social being.

c) Students' Physical Growth: Developmental Framework: Physical Dimension, July 1988, Alberta Education
This monograph describes Alberta Education's position on the physical growth of students.

d) Students' Thinking: Developmental Framework: Cognitive Domain, March 1987, Alberta Education
This monograph delineates the development of stages and processes through which students progress.

4. Social Studies Consultants (Alberta Education)
If further information is required, please contact your regional office social studies consultant. Addresses and phone numbers of the Regional Offices of Alberta Education are listed below:

Calgary Regional Office
Alberta Education
615 MacLeod Trail, SE
Calgary, Alberta T2G 4T8
(403) 297-6353

Edmonton Regional Office
Alberta Education
Harley Court
10045 - 111 Street
Edmonton, Alberta T5K 1K4
(403) 427- 2952

Grande Prairie Regional Office
Alberta Education
5th Floor, Nordic Court
10014 - 99 Street
Grande Prairie, Alberta T8V 3N4
(403) 538-5130

Lethbridge Regional Office
Alberta Education
Provincial Building
200 - 5th Avenue South
Lethbridge, Alberta T1J 4C7
(403) 381-5243

Red Deer Regional Office
Alberta Education
3rd Floor West, Provincial Building
4920 - 51 Street
Red Deer, Alberta T4N 6K8
(403) 340-5262